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ABSTRACT

The subproject on world citizen responsibility, part of a larger project on social development and training, is summarized. Major objectives of the subproject are the following: (1) to construct, adapt, and test measuring methods to map the social development of student ideas and attitudes to foreign peoples and international relations; (2) to map features of age development; and (3) to explore possibilities for applying educational influence to promote understanding in the world community. Results from the extensive test batteries constructed show that older students have a greater general readiness to make social contacts but have more negative ideas and stereotypes towards minority groups and immigrants. The project compiled an inventory of existing materials for teaching world citizen responsibility, partly by developing and testing new teaching packages. Results of the program tests show that a carefully defined educational influence through such teaching packages can achieve positive effects. (Author/KSM)

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educational and psychological interactions

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WORLD CITIZEN RESPONSIBILITY:
ASSESSMENT TECHNIQUES, DEVELOPMENTAL STUDIES, MATERIAL CONSTRUCTION, AND EXPERIMENTAL TEACHING

No. 48 April 1974

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WORLD CITIZEN RESPONSIBILITY: ASSESSMENT TECHNIQUES, DEVELOPMENTAL STUDIES, MATERIAL CONSTRUCTION, AND EXPERIMENTAL TEACHING

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Almgren, E. & Gustafsson, E. World citizen responsibility: Assessment techniques, developmental studies, material construction, and experimental teaching. Educational and Psychological Interactions (Malmö, Sweden: School of Education), No. 48, 1974.

This report presents a summary of a sub-project, called "World citizen responsibility", within the larger project "Social development and training", carried out at the Malmö School of Education. The major objectives of this sub-project have been: (a) To construct, adapt and test measuring methods that increase our ability to map the social development of the students with regard to ideas and knowledge about and attitudes to foreign peoples and international relations, and that could be used in evaluating attempts to promote this development. (b) To map by means of such methods some features of age development. (c) To explore selectively different possibilities for applying educational influence in order to promote understanding and a feeling of responsibility for developments in the world community; to reduce the inclination for unthinking disparagement of those who are different etc. - Extensive test batteries have been constructed. The results showed in the older students a greater general readiness to make social contacts, but at the same time more negative ideas and stereotypes, particularly concerning certain minority groups and immigrants. Both teachers and students show considerable interest in a more "internationalized teaching", but the teachers pointed out the lack of suitable material. The project tried to improve this situation, partly by compiling an inventory of existing material of potential interest for teaching for world citizen responsibility, partly by developing and testing new teaching packages. One of these was intended for grades 3-6 and deals with human rights, made concrete by reference to the situation of the gipsies. The results of the program tests undertaken give reason for optimism. A carefully defined educational influence instrumentalized in a teaching package of the type that the material on human rights represents can obviously achieve clear positive effects. Earlier teaching on international questions and the teacher's own interest in teaching in this field were also found to be of importance for the development of positive and tolerant student attitudes.

Keywords: Social development; attitudes toward foreign groups; international attitudes; test development; socio-educational influences in school; material-and-methods systems; educational level: grades 1-9.

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1. INTRODUCTION

1.1 Background

The name of the sub-project to be summarized[1] here, "World citizen responsibility", was intended to emphasize a global approach to national and international problems and a focus on knowledge about the world society that can be expressed in the term world citizen knowledge. It also was intended to include a humanitarian orientation towards the individual expressed in the term common human responsibility. In combining these two concepts we get the term world citizen responsibility, in which emphasis is also placed on readiness to follow up in action the commitment awakened by knowledge, values and attitudes.

Similar lines of thought are developed in the 1969 curriculum for the comprehensive school (Lgr 69) in Sweden under the heading "The students' social development": "The feeling young people have of affinity and mutual responsibility must ... be expanded beyond the immediate circle of family relations, peers and school, to include larger and larger social groups in society" (Lgr 69, p. 15).

The international aspects of the teaching are emphasized more strongly in the 1969 plan than in previous curricula. The somewhat vague formulation: "The aim of teaching on international questions is to lay in the students the foundations of international understanding and a will to international cooperation" (p. 48) is clarified later in the text with the sentence "Equality and solidarity are important objectives on the international level" and by the stress placed on "the growing demands for a solidarity between all people irrespective of national and racial boundaries". In addition "the perspective is constantly being shifted from the national to the global plane", and "one should strive to free oneself from one-sided national and West European perspectives". - "As examples of questions that should be studied in detail can be mentioned the problems of the developing countries, conflicts and their causes, the global use of and disposition of our common resources, race problems and international cooperation".

The aim of the school's international education is, as we see it, to prepare the student for their future roles as world citizens in the international society that seems to be inevitably on its way and in which they will have to take their share of the responsibility for the world development and contribute to decisions that are of great importance to mankind.

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[1] Eva Almgren and Evy Gustafsson have been mainly responsible for this summarizing text, but they have utilized text contributions from some other project members (N.-O. Christoffersson, B. Yebio and others).

Important steps to be taken in building up as good a foundation for this decision-making as possible are to make the students aware of the significance of basic values and, in the words of the curriculum, to stimulate the students into "debating and questioning present conditions" (p. 14), into being critical of prejudiced information and stereotypes, into being ready to seek facts and prepared to let new knowledge influence their attitudes and actions.

The main objectives of this sub-project have been:

(a) To construct, adapt and test measuring methods that increase our ability to map the social development of the students with regard to ideas and knowledge about and attitudes to foreign peoples and international relations, and that could be used in evaluating attempts to promote this development.

(b) To map by means of such measuring methods some features of age development and to study certain relations between these variables and some personality characteristics.

(c) To explore selectively different possibilities for applying educational influence in order to promote understanding and a feeling of responsibility for developments in the world community, to reduce the inclination for unthinking disparagement of those who are different etc.

1.2 Major phases of work

A first survey of the various work phases of the sub-project "World citizen responsibility" is given in Figure 1. This figure also shows in which original reports the reader may find more detailed information about the various studies included.

After the introductory concept analysis and goal descriptions we may - utilizing a somewhat different and a somewhat more detailed description than in the figure - speak about three main phases, each including a number of sub-tasks:

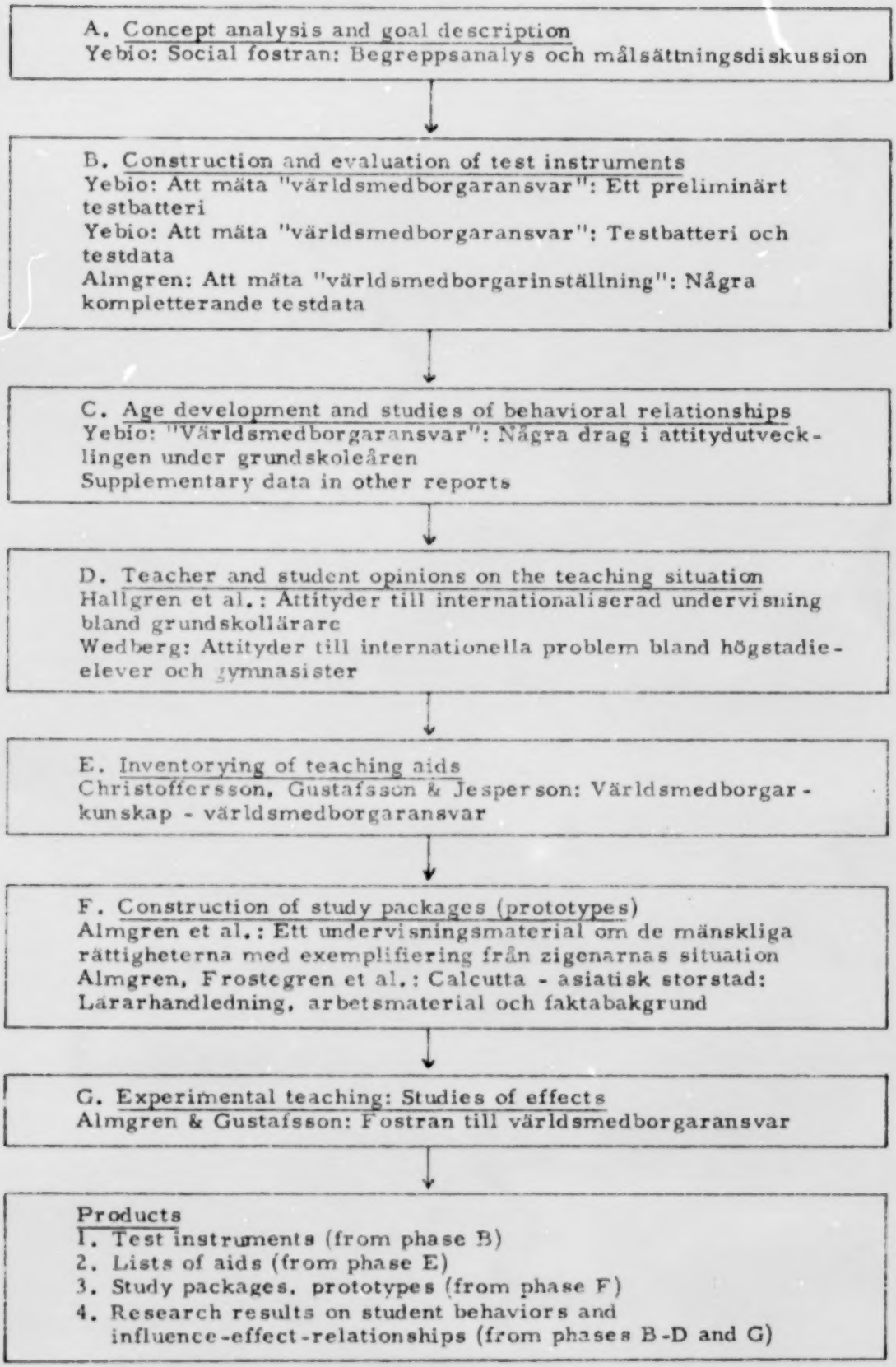
I. Measuring methods have been developed, i.e. a series of tests have been constructed, modified, and tried out;

II. Different types of analyses of "prerequisites" have been carried out:

(1) Explorative goal analyses; partly in connection with conferences on internationalized teaching in cooperation with the Swedish UNESCO Council's ASPRO Committee (ASPRO = Associated Schools Project in Education for International Understanding and Cooperation);

(2) Student analyses: one basic study mapping the students' attitudes and beliefs on various age levels and one explorative survey of students' opinions on "internationalized education";

Figure 1. Major phases of work
(for more data on the reports referred to, see references)


A. Concept analysis and goal description
Yebio: Social fostran: Begreppsanalys och målsättningsdiskussion
B. Construction and evaluation of test instruments
Yebio: Att mäta "världsmedborgaransvar": Ett preliminärt testbatteri
Yebio: Att mäta "världsmedborgaransvar": Testbatteri och testdata
Almgren: Att mäta "världsmedborgarinställning": Några kompletterande testdata
C. Age development and studies of behavioral relationships
Yebio: "Världsmedborgaransvar": Några drag i attitydutvecklingen under grundskoleåren
Supplementary data in other reports
D. Teacher and student opinions on the teaching situation
Hallgren et al.: Attityder till internationaliserad undervisning bland grundskollärare
Wedberg: Attityder till internationella problem bland högstadieelever och gymnasister
E. Inventorying of teaching aids
Christoffersson, Gustafsson & Jesperson: Världsmedborgarkunskap - världsmedborgaransvar
F. Construction of study packages (prototypes)
Almgren et al.: Ett undervisningsmaterial om de mänskliga rättigheterna med exemplifiering från zigenarnas situation
Almgren, Frostegren et al.: Calcutta - asiatisk storstad: Lärarhandledning, arbetsmaterial och faktabakgrund
G. Experimental teaching: Studies of effects
Almgren & Gustafsson: Fostran till världsmedborgaransvar
Products
1. Test instruments (from phase B)
2. Lists of aids (from phase E)
3. Study packages, prototypes (from phase F)
4. Research results on student behaviors and influence-effect-relationships (from phases B-D and G)

(3) Teacher analysis: a questionnaire study of teacher opinions on these problems;
(4) Study material analysis: an inventory of instructional material that could be used in international education.

III. The third phase of the project work has consisted of material construction and experimental teaching.

(1) A study material intended for grades 7-9 deals with the problems of the underdeveloped countries and consists of the documentary film "Calcutta" plus working material. This has been worked out with the help of viewpoints from a questionnaire study.
(2) For grades 3-6 a teaching package has been developed on human rights, with examples taken from the situation of the Gipsies.
(3) This material has been used in an educational experiment and the effects have been measured with relevant parts of the test battery mentioned above.

IV. Working on the basis of the results and experiences gained from the different phases of the project and from studies of literature, we have in conclusion discussed different problems and made recommendations for promoting the internationalization of teaching and for further research.

2. DEVELOPMENT OF MEASURING METHODS

In connection with the first objective of the project, to construct, adapt and test measuring methods, Yebio has presented a test battery (1970b) and associated factor analysis results (1970a). Since there have earlier been very few mapping methods within this area adapted to and tested on Swedish school children, this phase of the work has been in the nature of method development. The first stage in the investigation was an attempt to define operationally the concept "world citizen responsibility" starting from the formulations in the Swedish curriculum. In order to be able to map the students' prerequisites as far as attitudes and knowledge are concerned that the teaching is assumed to create and convey, and in order to be able to evaluate the effects of such teaching, measuring instruments of varying kinds (projective and non-projective) have then been worked out. The tests concern among other things attitudes towards foreign groups, attitudes towards international relations and international cooperation from a global perspective, and knowledge of other peoples and nations and their mutual relations.

The test battery, which includes translations, adaptations and new constructions, consists of attitude scales, knowledge tests and personality tests. The tests were given to approximately 570 students in grades 2, 4, 6, 8 and 9 at two schools in Malmö. The main part of the data has been processed

by means of factor analysis in order to find out which major factors the test battery measures and in that way obtain some guidance for the continued choice of methods.

In most of the factor analyses in this study the factors fall out in such a way that they can be placed preliminarily in three main categories: (1) Cognitive factors, (2) Affective factors, (3) Readiness to take action factors.

The cognitive factors include a knowledge factor that measures knowledge of international events and conditions, and a cognitive-evaluative factor that measures the images that the individuals have of the attitude object. A third factor is defined as intelligence versus prejudiced personality. The prejudiced or so-called authoritarian personality is defined by tests measuring rigidity, authoritarianism and dogmatism.

The two affective factors differ in that one probably measures a more stable personality component, since personality tests also have loadings here.

There are two behavior-related factors. One measures a readiness to take action based on a feeling of international solidarity or common values. The frame of reference is then not nations but humanity as a whole, "a global perspective". The second factor measures readiness to make social contact. The readiness for action in this study was measured according to the individuals' verbal expression of readiness to take action, e.g. their suggestions as to contributions they would be prepared to make now and in the future as adults, together with the extent to which they would like to have direct contact with people from other countries.

Two methods of estimating test reliability have been used. The split-half coefficients obtained vary from satisfactory to very good for most of the tests. In addition, test-retest studies have been carried out on a sample of the instruments. Tests for grades 7-9 were administered with an interval of three weeks to 230 students in grades 7 and 9. The tests for grades 3-6 that were used in an educational experiment (cf. below) were administered simultaneously to 300 students in grades 3 and 5. The results show that the majority of the tests are reliable as group tests in the grades studied.

Yebio's study (1970b) includes two open and projective measuring instruments that aim at mapping beliefs, attitudes and knowledge of international relations and ethnic groups among students in different age groups in the comprehensive school. The tests have been used in an attempt to obtain more qualitative and differentiated knowledge about the development of the students' attitudes than would perhaps be possible using tests with fixed response alternatives. The tests include an association test and a

sentence-completion test. The latter exists in two versions, of which one for grades 2-4 is somewhat shorter. The groups studied are the same as those included in the factor analysis.

A classification schedule has been worked out for the tests. The attitudes of the students towards different ethnic groups were divided into three components; positive, neutral, and negative attitude. Each component was divided into cognitive images, readiness to take action tendencies, and affective reactions. Other coding categories include knowledge responses and neutral association (non-value-loaded answers). - The intercoder consistency for these two tests varies between 81 and 93%. (For further information on these instruments, see Gustafsson & Lindholm, 1974.)

3. MAPPING OF STUDENT DEVELOPMENT

An investigation into how knowledge and attitudes towards foreign peoples and international relations develop during the years spent at the comprehensive school has been reported by Yebio (1972). The group studied is the same as in the method exploration described above. Analysis of variance techniques have been used to investigate grade and sex differences and possible interaction effects in 26 different attitude and knowledge variables.

The different attitude components follow somewhat different patterns of development.

a) In the cognitive-evaluative attitude component, as measured by the tests used here, a negative development occurs, i.e. the older students show more negative ethnic stereotypes. One possible explanation of this mainly negative trend in the development of this attitude component is that it is linked to an increased conformity to the stereotypes that exist in the community. These stereotypes, which are probably mediated partly through parents and the mass media, can be expected to be incorporated all the more the older the students become - a form of adaption to the norms and attitudes of the adult world. This trend in development is most noticeable in the attitudes towards ethnic groups that are ranked low.

b) In the affective attitude component no clear trend in development emerges.

c) In the attitude component which measures general readiness to take international action no clear trend in development emerges. There is, however, particularly in the girls, a positive trend in development in the attitude towards the United Nations and towards world citizenship.

d) In the attitude component that refers to readiness to make social contact (as measured by the tests in question) there is a positive trend in development, i.e. the older the students become, the greater their inclination

to make social contact. This trend is most marked in the attitudes towards ethnic groups that are ranked high.

As is only to be expected, the students' knowledge increases significantly as they get older. There are significant differences here between the sexes in all grades. The boys are better informed about international conditions and current events than the girls.

The girls show more positive attitudes towards foreign peoples and international relations than the boys. The probability of finding sex differences is greater the older the students are.

The ethnic groups that we have investigated attitudes towards have been ranked as far as attitude is concerned as follows: Swedes, Americans, Danes, Finns, Congolese, Russians, Chinese, Jugoslavians, Gipsies. This ranking agrees well with the results from another Swedish study (Revstedt, 1968).

A supplementary study of age development and of sex differences with regard to attitudes towards and knowledge of different ethnic groups in the same group of students that was investigated by Yebio has been carried out on the basis of an analysis of the projective tests described above (Gustafsson & Lindholm, 1974).

The "image" that the pupils have of different ethnic groups varies with regard to the number of stated positive, negative and neutral answers about the respective ethnic groups. In this study, for example, "Swedes" are given the highest number of positively evaluating responses. This type of ethnocentrism decreases in the higher grades, but is still relatively high in grade 9. "Congolese" and "Chinese" receive the lowest number of positive statements. Negative attitudes are most common towards "Jugoslavians" and "Gipsies". Racial prejudices are expressed very rarely by the students that we have studied, while negative attitudes towards e.g. minority groups and immigrants in Sweden are common. - No clear sex differences were found in this special study.

4. SOME ANALYSES OF PREREQUISITES FOR EXPERIMENTAL TEACHING

4.1 Student analysis: Attitudes towards internationalized teaching

In connection with a campaign organized by SECO (Swedish Union of Secondary School Students) for more teaching about international problems, an explorative questionnaire study was made among students in a Malmö school on grades 7, 8 and 9 and in two grades of the gymnasium. About 580 students participated in the study.

The main purpose of the study was to map the students' attitudes towards and opinions on teaching about international problems. The questionnaire also contained open questions where the students could motivate their answers to questions with fixed alternatives.

A very large group of students proved to be interested in teaching about international problems and an even larger group stressed the importance of such teaching. What then do the students understand by international problems? The younger ones speak of hunger, suffering, the unfair division of resources, war, and racial conflicts. The older students largely mention the same problems, but express them to a greater extent in political terms. As might be expected, the proportion of students who are interested is larger in the gymnasium than in grades 7-9; but the interest exists as far down as grade 7, and a trend of increasing interest up to the first class of the gymnasium can be noted. In grade 7 the students are fairly contented with the present extent of the teaching on international questions, while the students in grades 8 and 9 and in particular the students in the gymnasium would like more teaching on these problems.

Since the data were collected at one school immediately after a campaign, the results cannot be immediately generalized, but an ample selection of the students' answers to the open questions, for example, were included in the report (Wedberg, 1972) as material for discussion. The report discusses among other things which advantages and risks teaching about human suffering and threatening catastrophes can have for attitudes, commitment and the desire to seek further information.

4.2 Teacher analysis: Attitudes towards internationalized teaching

During the autumn of 1969 a questionnaire study was carried out, partly in order to map teachers' interest in and attitudes towards teaching about international problems. The teachers naturally have a key position in influencing the attitudes and knowledge of the students in the direction laid down in the curriculum. Approximately 475 teachers from different schools and school levels in Malmö participated in the study. The results of the investigation (Hallgren et al., 1972) show that the majority of teachers (approx. 85%) consider teaching about international problems to be as important or more important than teaching about anything else. 70% of the teachers also claim to be "rather" or "very" interested in teaching about international problems themselves. The interest among the students was also judged by the teachers to be "rather" or "very" great. The majority of the teachers are of the opinion that teaching on international questions should be included "to rather a large

extent" in the teaching and that the extent of the teaching should increase the older the students get. Despite this about half the teachers consider that international problems were rarely treated in their own teaching or in the teaching in the Swedish comprehensive school at the time of the study.

Among the motives for a more internationalized education the teachers mentioned increased global inter-dependence and the problem of human survival. It appears as if most teachers think that the goal of the school's teaching on international problems should be to create in the students an emotional commitment based on information, to improve their abilities in critical thinking and to increase their motivation for seeking information independently. The view that the school should directly train the students' readiness to take action is held by only about 25 % of the teachers. The results of the study show that the teachers find it difficult to state concrete goal behaviors. - The international problems that were considered the most important to take up in the teaching were the problems of the underdeveloped countries, prejudices and discrimination.

The difference between on the one hand the interest and commitment of the teachers and on the other the actual situation at the same period of time can probably be explained by obstacles perceived. The teachers state that the greatest difficulties in international education are a lack of training and a lack of suitable textbooks and teaching aids. Almost two-thirds of the teachers want a change in the basic teacher training to allow more time for international education, while only about a half of them are of the opinion that they need further training. The results of this study agree well with what emerged in teacher interviews made in 1971-72.

4.3 Teaching aids analysis: Inventorying

An inventory was made of teaching aids in education for "world-citizen responsibility" suitable for use in the different levels of the comprehensive school, since it was thought that this kind of inventory of material could (1) make it easier to assess to what extent newly-constructed material is needed and (2) be of use for e.g. teachers, members of subject conferences and teaching aids constructors, who want to localize quickly different types of existent material.

One aim was to list above all material oriented towards the most urgent of the problems that are common to all mankind. We tried to make the selection as comprehensive as possible, so that it would reflect different values and outlooks. On the other hand we did not consider it desirable or even possible to demand that each individual piece of material should be "objective".

The criticism against textbooks and teaching aids for international education has been and is still of two main types: that the material is insufficient and that it is often ethnocentric. It is an important task to produce material that is more balanced in this respect.

The bibliography includes books (both fact and fiction), films, sound film-strips, magazines, broschures, posters, wall charts etc. On many occasions the most effective information can be given directly by people; for this reason the list also includes the addresses of organizations and institutions that can in various ways provide help with e.g. lecturers, study visits or some other form of direct contact.

We considered that the most important part of the list was perhaps the fiction section. It is as a rule easier to obtain from catalogues, professional journals and similar sources suitable specialist literature than it is to find fiction that can be used. Teaching that to a considerable extent aims at creating attitudes should, however, find great use for material that helps the students to experience the problems vicariously.

One general observation we made is that far too little material exists for grades 1-3. One exception is material of the type "children in other countries", which is usually aimed at children in grades 1-6. One can well ask, however, whether this material is not all too like tourist broschures for children. Thus it appears that if one wishes to give education for "world citizen responsibility" in the lowest grades, more realistic material must be produced. The supply is somewhat more ample for grades 4-6. The situation seems in general more satisfactory for the upper level of the comprehensive school - but there is nevertheless scope for numerous new contributions and efforts.

At all school levels more material is needed on the differences between rich and poor countries, theories about conflict, aggressiveness, violence and non-violence and the like. - What is clearly inadequate is the supply of instructional material dealing with problems of communication. In this category we include e.g. teaching and education, propaganda, use and abuse of the mass media. Nor is the material connected with economic world problems particularly abundant. Considering how controversial these problems are and how difficult it undoubtedly is to write about them in a way that is comprehensible for even the upper level of the comprehensive school, the lack of material is understandable. But some measures should perhaps nevertheless be taken.

The disposition of the material: The system by which material is to be classified can always be discussed. In this case we let each section of our

inventory deal with one or a few central problems. Examples of headings:

1. International cooperation and international organizations
2. Problems in intergroup relationships
3. International conflicts, violence and non-violence
4. Social influence, mass media, and critical thinking
5. Social, economic and political development
6. Living conditions and ways of life in other countries
7. General human development
8. Methods for education for world citizen knowledge and world citizen responsibility
9. Research into education for world citizen knowledge and world citizen responsibility.

The first seven of these main headings have four sub-sections: (a) Reading for information, (b) Reading for vicarious experience, (c) Audio-visual aids, (d) Literature for the teacher. Sections a-c are in their turn divided into approximate school levels.

The inventory was revised a number of times, so as to include newly published material. The latest version was published in the book series "Pedagogisk orientering och debatt" with the title "Världsmedborgarkunskap - världsmedborgaransvar. En preliminär inventering av läromedel för grundskolan" /World citizen knowledge - world citizen responsibility. A preliminary bibliography of teaching aids for the comprehensive school./ (Christoffersson, Gustafsson & Jesperson, 1972).

4.4 Conferences

When the project "Social development and training" was started, experimental activity with internationalized education had been underway in a number of countries ever since the end of the Second World War. In 1953 the Associated Schools Project in Education for International Understanding and Co-operation (ASPRO) was started, when UNESCO tried to realize in the school the ideas of international understanding and international cooperation.

During the entire period of the project, this sub-project has cooperated with the Swedish UNESCO Council's ASPRO Committee. Apart from the fact that members from our project have participated in regular meetings, the cooperation has resulted in three working conferences on the internationalization of teaching. At these conferences, teachers, student teachers, students, school consultants, directors of education, producers of instructional material and others, have participated and given their views on goals, teaching methods and wants for the future.

The theme of the first conference was: "Teaching for international understanding: Analysis of goals and methods". At the second conference the questions were extended to cover the internationalization of society as a whole and representatives of the Swedish Radio Corporation, the Swedish Labor Market Board and adult education also took part in the discussions and penetrated current problems under the theme: "The internationalization of teaching: Goals, models and coordination".

Prior to each conference working documents were drawn up and sent out to be used as a basis for discussions and analyses. These memoranda have been published together with summaries of lectures, panel discussions, presentation of material and group discussions in the report series of the Department of Educational and Psychological Research (Bjerstedt & Rodhe, 1969; Rodhe, 1971). These reports not only present opinions and activities from the working conferences but are also reports of the current situation, showing how far the internationalization of teaching had progressed in Sweden. At the 1971 ASPRO conference we found that attention needs to be drawn both to the motives for the internationalization and to the goals formulated in the curriculum. A more penetrating goal analysis is needed, since the agreement around "vague and positive generalities" often changes into disagreement when it comes to "concrete goal behaviors". It was established that internationalized teaching does not only involve the school but the rest of society too, as Sweden to an increasing extent becomes a multi-cultural society with growing communications and immigration.

A concluding impression from the two conferences just mentioned was that the prerequisites for the internationalization of teaching have improved as far as resources and external requirements are concerned, but that a lot is still left to be desired with regard to basic teacher training and in-service training, instructional materials, and coordination of the efforts to improve and extend international education.

A third conference, dealing especially with the situation of immigrant children in schools, has been described in Rodhe & Bergman (1974).

5. MATERIAL CONSTRUCTION

5.1 "The Calcutta material"

Louis Malle's documentary film "Calcutta" was shown at the first ASPRO conference in Båstad in 1969 as an example of a potential teaching aid in education for international understanding. Those attending the conference disagreed about how far the film could be used in a school context, and an

educational evaluation of the film's effect was requested. At the next conference, about a year later, it was reported that the film had been distributed to students in about 200 upper schools, and that the teachers interviewed had been predominantly positive in their opinions, but had deprecated the lack of any form of supplementary working material.

In order to obtain a more concrete grasp of how teachers and students would like the film and the related study material to be, the project carried out an explorative study in cooperation with the Group for Documentary School Films and the Swedish International Development Agency. The study was intended to give preliminary answers to the following questions:

a) For which school levels is the film suitable?

b) Which parts are felt by the teachers and students to be the most important?

c) Which parts are considered less important, uninteresting or frightening?

d) What do the teachers and students want the study material to be like? What would they like to discuss in more detail? On what points do they need more facts?

e) What effect could the film be expected to have on attitudes and readiness to take action?

The study was conducted in the spring of 1971. About 500 students from the first grade of the Swedish gymnasium and about 50 teachers and student teachers saw the film and answered a questionnaire.

The results show that almost all the teachers and students consider that the film is in principle suitable as an introduction to teaching about the problems of the under-developed countries at school levels as far down as the intermediate level of the comprehensive school. This would require, however, that the film be cut down to about half the length for the lower school levels. An experiment in grade 4 showed that 10-year-olds can see the film with appreciation and without being frightened.

The scenes that are most often assessed as being the most important are those that show the social situation of the people, such as the home for old people and the slums. The subjects mentioned as suitable for discussion in the study material are over-population, working conditions, social conditions and an analysis of the causes behind the poverty and problems in Calcutta. The respondents prefer that a major part of the work is done in small groups, and they want access to a comprehensive factual background associated with the theme of the film.

About one-third of the students both with and without previous interest in the under-developed countries, answered that their interest had increased

after seeing the film. Those who saw the film twice were more positive to it the second time. A risk of "paralysis of action" was only reported by a few teachers, and they considered that supplementary material should be able to counteract this possible tendency.

On the basis of the viewpoints put forward in the explorative study, the original 90 minutes of the film were cut down to about 40 minutes and at the same time re-edited so that the scenes illustrating a particular problem area, e.g. working life, were brought together. Extracts from the text of the film were reproduced in a "booklet of facts" and supplemented by comments that associate directly to and give background information about the different problem areas illustrated by the film scenes. In addition, a teacher group has, with the help of the viewpoints from the study, written a teacher's handbook and a student booklet.

The teacher's handbook describes the goals and arrangement of the work area, together with suggestions as to how the basic course and the extra supplementary course should be conducted.

The student booklet contains a short introduction to the film and information about the city of Calcutta, questions to think about while the film is being shown, and tasks for both basic and extra courses.

The study areas in the extra course deal with: 1) employment, trade and industry, 2) the problem of overpopulation - urbanization, 3) the problems of big cities, 4) the political situation, 5) the role of religion, 6) the imperial inheritance. - The assignments for group work within each problem area are concentrated on questions such as: Why are the conditions like this? What do these conditions lead to? How can the problems be solved? When the student groups are to give accounts of what they have done, it is suggested that this should be partly in the form of panel discussions, in which the facts found by the groups and their opinions on them are presented, and partly through dramatization, in which the students try to identify themselves with different people in the film and emotionally be aware of and express how the problems can be experienced by an Indian. The material is mainly aimed at the upper grades of the comprehensive school. (For more detailed information, see Almgren, Frostegren, Hellström, Herner & Rodhe, 1973.)

5.2 Teaching material on human rights with examples taken from the situation of the Gipsies

When preparing a teaching package on human rights, we took the Swedish curriculum of 1969 as our starting point, together with the project's student survey, our inventory of instructional materials, recommendations from

conferences, and some preliminary experiments.

School level

International education should start very early and cannot be confined to a particular school level. "Attitudes towards the world around them are developed early in children, and in the very first years at school the teaching should associate to international phenomena" (Curr. 1969, p. 48). We chose to prepare study material that could be used to develop tolerant attitudes towards different ethnic groups and world-citizen responsibility in both the lower and intermediate levels of the comprehensive school.

Subject area and general goals

According to the Swedish curriculum, the teaching should be based on the students' own observations and experiences. One form of internationalization that more and more children have experience of is contact with people who have emigrated to Sweden from other countries. There is a tendency to despise these people and other ethnic minority groups such as the Gipsies. This seems not to correspond to the sentence in the curriculum that speaks of a solidarity between all people, irrespective of nationality and race.

Yebio's student study (1972) shows that the attitudes of the students towards other ethnic groups tend to a certain extent to be polarized. The students' readiness to make social contact with groups they rank highly increases the older they get, while at the same time their images about the groups ranked lowest appear to become increasingly negative. When trying to apply educational influence, therefore, it can be appropriate to concentrate on creating understanding for the least liked groups. We have chosen the Gipsies as an example of an ethnic group that is often discriminated against and disliked and that most of the children, according to Yebio's study, also rank low.

The aim is to arouse commitment by giving the students detailed knowledge about a small group of people with a Gipsy background and the chance of identifying with them. In this way it should be easier for the students to see through prejudices, generalizations and tendencies to discrimination and make them less prone to judge before knowing the factual background. If one can treat those in the immediate surroundings who are different as fellow humans, there is more reason to hope that one can give all people an equal value and rights on a global level. If one can in one's own surroundings see the positive side of contact with different cultures, there should be a higher degree of probability that one is also prepared to accept different foreign cultures and not judge everything by Western standards.

The study of individual cases close at hand makes the international education more concrete. In order to be able to show that they also apply on a

wider global plane, a few extracts from the United Nations' declaration of human rights are taken up, and the students are encouraged to discuss what values and considerations can lie behind different actions, and the difficulties that can arise when different cultures meet.

More specific effects desired

The aim of this material is in general to contribute to the social maturity of the students and to their feeling of international responsibility, that is, we want to promote evaluations of equality and solidarity-proneness, also with respect to groups that are distant or different from the individual.

Some of the effects we wish to achieve are described below. However, we consider that there is little point in stating exactly what verbal reactions we want to be able to observe in the students a couple of days after the teaching period has come to an end. This kind of study material must be looked upon as a contribution to a cumulative process, in which hopefully the receptiveness for similar influence has increased. A greater interest in and sensitivity to these problems can have been aroused, which will manifest itself much later without this material being remembered in any detail.

The kinds of goals we are trying to contribute to with this teaching package are:

- Knowledge of common human needs and of the fact that these needs can be satisfied in different ways in different cultures,
- acquaintance with a sample of the points in the U. N. Declaration of human rights and examples of different violations of this Declaration,
- knowledge of how prejudices and stereotyped generalizations can arise,
- knowledge of the background conditions that help to explain the situation of the Gipsies today,
- awareness of the positive aspects of a multi-cultural society,
- ability to take a critical look at our society and our customs, to counteract ethnocentrism.

- Sense of justice and the feeling that all people are basically equal,
- a differentiated view of fellow beings, so that negative actions can be condemned without condemning the person and the group he belongs to,
- an increase in the students' ability to understand the living conditions of other ethnic groups (by means of identification with a child from a Gipsy environment),
- a change from stereotyped negative attitudes to Gipsies towards a more differentiated, unprejudiced attitude,
- a change from stereotyped negative attitudes to other ethnic groups towards a more differentiated, unprejudiced attitude.

- Greater readiness to go against stereotypes, discriminating tendencies etc.,
- readiness to ask for reasons for different phenomena and to seek facts,
- a positive interest in what is different,
- readiness to follow up by action increased knowledge and positive attitudes towards persecuted or discriminated people and groups.

Choice of media/method

When we were choosing the teaching methods, we found ourselves in a dilemma. On the one hand we wished to produce material that could be used in as many different classes as possible, irrespective of the teacher's interest and previous knowledge. On the other hand we did not want it to become impersonal, since human contact and the exchange of ideas in group discussions are known to be good methods of influencing attitudes.

Therefore we decided to choose a basic material in which certain important facts and viewpoints were put forward and which could then be supplemented with discussion points where the teacher could, with the help of a special handbook, give the students further information and new aspects on the problems. The teacher's handbook was at the same time intended to be used as material for in-service training.

We believed that sound film-strips could both convey facts and awaken interest and serve as starting-points for discussions. In addition to intellectually stimulating material that contributes to increased knowledge and discussions about how to critically examine and evaluate facts and values, there is probably a need for material that can provide possibilities for identification with other people's living conditions.

Reading aloud from children's literature specially chosen for the purpose can be an effective method of giving the children an idea of how people live in another cultural environment. Empathy exercises in the form of role-playing can increase their awareness of how it can feel to belong to a rejected minority group.

The set of teaching material was intended to be a combination of receptive elements (listening to a book being read aloud, morning assemblies, and seeing and listening to sound film-strips) and active elements (discussing what one has seen and heard, participating in an empathy exercise and conducting an interview, drawing and singing songs).

Content

We went through a large number of instructional materials and selected a few that it would be possible to use for our purposes as components in a set. The final basic material contains among other things two sound film-strips: (1) "Is it fair?", which deals with violations of the U. N.'s Declaration of Human Rights, and (2) "The Gipsies and Us", which provides a historical-economic background to the situation of the Gipsies today. In addition, the book "Katitzi" by Katarina Taikon (herself a Gipsy) and "Valentino's Letter", which is an empathy exercise in which the children are to pretend that they are Valentino. Music, songs, and drawing were also included. Starting from the goal analysis and an analysis of the material mentioned above, we tried to find out which points it was important to emphasize or explain further and what was lacking and therefore needed to be added in suggestions for discussion.

Final version of material

With the help of teachers from the respective school levels, the sound film-strips were re-edited and the texts simplified. The teacher's handbook with discussion points, which referred back to the film-strips and the book, was written out in detail, and the sequence of the lessons was decided.

1. Introduction with discussion about common human needs
2. Sound film-strip I: "Is it fair?"
3. Reading aloud from the book "Katitzi", first half
4. Sound film-strip II: "The Gipsies and Us"
5. Reading aloud from the book "Katitzi", second half
6. Empathy exercise and interview, "Valentino's Letter"
7. Music and songs with international content
8. Drawing lesson with international content
9. Two morning assemblies at optional points

For further information about the form of the teacher's handbook etc., see Almgren et al., 1972.

6. EXPERIMENTAL TEACHING

In this section we shall describe the experimental teaching on human rights that was started as part of this project in the autumn of 1971.

6.1 Problems

The main questions in this study were:

1. What attitudes do we find among Swedish children of grades 3 and 5 toward foreign groups and international relations? Are there, independent of the experiment, differences in attitudes to foreign groups related to background factors?

2. Are direct contacts with children from other countries of importance for the development of the attitudes of the Swedish children in these grades? For example: Does the experience of immigrant classmates influence these attitudes?

3. Does the specific teaching introduced influence the children's attitudes toward Gipsies and other foreign groups? Is it possible, by means of a teaching package of the kind described above, to influence student attitudes in a positive direction? Does this teaching lead to differential effects depending on the grade, sex or social background?

4. Is a combination of teaching and direct contacts of special importance, that is, do we get different effects in classes with and without immigrant children?

5. To what extent is the teacher's specific contributions of importance? Are there differences in attitudes related to (a) the teacher's earlier teaching

in the class about international issues, (b) the teacher's personal interest in internationalized teaching?

6. How do students and teachers evaluate the teaching package? To what extent do we get data showing how the teaching set might be improved?

6.2 Design and evaluation instruments

All the classes in grades 3 and 5 in the city of Malmö were divided into two groups, depending on whether there were immigrant children in the class or not. On each school level eight classes were chosen at random from the group with immigrant children and eight classes from the group without immigrant children. Half of these classes became experiment classes (E) and were given the teaching material to work with, the other half served as control classes (C). Half of each type of experiment or control class was given both pre-tests and post-tests, the other half only post-tests. The design is presented in the table below:

	Exp. groups		Control groups	
	with immig.	without immig.	with immig.	without immig.
with pre-test	$2E_1$	$2E_2$	$2C_1$	$2C_2$
without pre-test	$2E_1$	$2E_2$	$2C_1$	$2C_2$
	$4E_1$	$4E_2$	$4C_1$	$4C_2$

In this study, which was carried out during 1971-72, 777 Swedish students and 58 immigrant students took part.

The teachers who were to use the prepared material in their classes were given information and the opportunity of putting questions at a preparatory meeting. On that occasion the general objectives were stressed: (a) to train the students to examine critically prejudices against Gipsies and other minority groups with the help of facts about background conditions and knowledge of common human needs; (b) to let them experience emotionally what it can be like to belong to a rejected minority group; (c) to let them discuss, together with the teacher, evaluations and ways of approaching different people and cultural manifestations.

In order to evaluate the effects of the teaching and to obtain data related to the other questions a battery of tests was compiled. From Yebio's test battery (1970b) were chosen tests that measure attitudes towards Gipsies and other ethnic groups and international opinions in general (in order to investigate possible transfer effects). Some tests were revised or simplified so that they could be used in grades 1-3. (See also Almgren, 1973.) In addition to these tests, the battery includes sociometric tests, knowledge tests and a questionnaire in which the students are given the opportunity of assessing the material. The measuring instruments are largely the same for grades 3 and 5, but the test battery is somewhat more comprehensive for grade 5.

6.3 Examples of results

Detailed answers to the questions asked above are presented in the main report on this study (Almgren & Gustafsson, 1973). Here we will only give a few examples:

1. Ethnocentrism and negative attitudes toward other ethnic groups are common in grades 3 and 5. Prejudices are primarily found in relation to minority groups and immigrants in Sweden, while racial prejudices are very rare. - The girls displayed more positive attitudes to foreign groups than the boys (readiness for social contact and affective attitude).

2. Contacts with children from other countries were found to have good effects on the children's attitudes.

3. The specific teaching introduced had clear positive effects on the students' attitudes. The differences between the experimental group and the control group are highly significant for those tests that measure attitudes toward Gipsies (readiness for social contact, affective reactions, and cognitive aspects). The attitude towards Gipsies often changed from negative to positive in the experimental group. Also when the tests measure attitudes towards other ethnic groups, where the influence has been more indirect and less extensive, the experimental group displays significant more positive reactions than the control group. This is true also for attitudes towards the United Nations, international relations and readiness to take action. - The influence effects seem to be somewhat greater in grade 5 than in grade 3 and among children from lower socio-economic backgrounds than among those from higher socio-economic backgrounds.

4. A combination of teaching and direct contacts between Swedish children and immigrant children seem to have especially good effects. The effects of the educational influence are most conspicuous in classes with immigrant children.

5. Earlier teaching about international issues seem to be a factor of great importance for the children's attitudes. The conceptions about foreign groups and about United Nations are more positive, and the students display more world citizen responsibility, if they have had such earlier teaching. - The teacher's personal interest in teaching about international issues (as assessed through interviews) has a direct relationship to the students' attitudes. The more interested the teachers are in internationalized teaching, the less prejudiced and the more world-minded attitudes do we find among the students.

6. The students' evaluation of the teaching material is pre-dominantly positive. The teachers stressed that the student motivation was high or very

high during the experimental teaching period. Even though the teaching package according to test results and teacher opinions had positive effects on the students' attitudes and motivation, certain parts of the material is in need of some improvement. The comments of the teachers could be used in such further editorial work.

In summary, the results of this study give us reason to stress two main facts: (a) ethnocentrism and prejudices are common in the age ranges studied; (b) attempts to counteract non-desirable attitudes and opinions with specified educational influence have a good chance of success.

6.4 Teacher opinions

After the teaching experiment described above, the participating teachers were interviewed. Here are a few examples of the teachers' opinions:

1. Attitudes towards the experiment. The majority of the teachers felt the experiment to be positive or very positive. No teacher has been clearly negative. The teachers also state that apart from a few single points in the program, the students have reacted very positively to the material.

2. Opinions of the material. The material needs partly to be revised so that optimal use can be made of it in the teaching. It is mainly the film-strips that are criticized, but the opinions vary. Several of the teachers considered that the film-strips were too long or too difficult, while others reported positive results. All the teachers were very positive to the reading items and to one of the music tapes ("Stretch out your hand"). The role-playing and discussions produced different reactions. In several classes the teachers found these methods to be very positive, while other teachers considered that they were too difficult to use. The most important criticism of the content of the material was that it dealt far too little with the immigrant problem. Some teachers explicitly took up other groups as well as Gipsies, while others did not. Probably further material would be desirable to increase the attitude influence that applies to other groups. Continued testing of the material by means of e.g. classroom observations, teacher and student interviews would be of value.

3. Influence on attitudes from outside the school. Several teachers suppose that the children's prejudices originate mainly from their parents and that the prejudices are difficult to change.

4. Problems in classes with immigrant children. As far as the teachers know, relatively few conflicts take place in classes with immigrant children. According to the teachers, it appears as if the contacts between Swedish children and children from other countries normally had positive effects. Several teachers could nevertheless give concrete examples of mobbing. Prejudices seem to be considerably stronger against the groups that the children had not come into contact with.

5. School level. The majority of the teachers were of the opinion that the teaching for world citizen responsibility should start very early, i.e. in the first grades.

6. Access to instructional material. The supply of material was considered inadequate at most schools. Economic considerations play an important role when material is being bought.

7. Teacher training. The teachers stress that they lack adequate training in teaching about international questions.

7. DISCUSSION OF PROBLEMS AND RECOMMENDATIONS

A few recommendations are given in the following text. These are based partly upon experiences from and results of the project's own investigations and partly on literary studies.

Objectives and course plans

The terms "internationalization of education", "international understanding", "world-centered school" and "world citizen responsibility" provide, according to our way of thinking, a somewhat varying expression for basically similar views of the school's objectives. Starting from the 1969 curriculum for Swedish comprehensive schools we would like to call attention to the following:

- firstly, the creation of attitudes - to develop equality and solidarity attitudes on the international level,
- secondly, the provision of information - to inform of objective facts, which give as comprehensive and relevant ideas as possible, and not superficially to avoid controversial issues,
- thirdly, the establishing of an international perspective on all school activities - avoiding ethnocentric and one-sided Western views.

These overall objectives need to be broken down into more specific behavioral descriptions, where one tries to define more exactly what attitudes, knowledge and skills the students should have at the end of the comprehensive school. What sort of people do we want the students to develop into?

A more clearly goal-oriented education within this area should facilitate continuity between different levels so that the students are prepared early for the education of the higher grades.

An explanation as to why education has not been internationalized to a larger extent, in spite of the present teacher and student interest in this sort of education, can be that the teaching course plans - followed by the producers of school books, in the teacher's education as well as by teachers involved in practical school work and especially at the lower course levels - provide very few concrete instructions concerning just how to carry out international education according to the overall objectives.

It is conceivable that an internationalization of the course plans for the comprehensive school would hurry on the changes in textbooks, teacher training, etc. which are needed for the development of a more "world-centered" school in Sweden. A program of action which brings down the general goal formulations in the curriculum to a more concrete level would be of great immediate importance.

Age levels

Training on international issues should be started at a pre-school age (nursery schools, day schools, libraries, TV) in order to try to prevent the development of ethnocentric and negative attitudes. It is reasonable that such attitudes are more stable and more difficult to change at older ages. Another reason for beginning an international education at an early age is that pre-school students as well as students of the primary and intermediate levels are often easier to motivate than are students in the higher grades.

An internationalized pre-school, primary and intermediate education can possibly prepare these students by providing them with the necessary prerequisites and by developing basic attitudes of tolerance and equality so that in the higher grades the students are motivated to acquire more differentiated and extensive facts of knowledge. In addition, the students might be prepared for a greater readiness critically to examine information on various complicated and controversial international problems.

School subjects

International materials should be included in all school subjects to a much greater extent than at present. This pertains to such subjects as foreign languages, mathematics, Swedish and biology, for example. Also such subjects as music, drawing, handicrafts, physical education and domestical education hold possibilities of providing for an international education, allowing the students to be informed about and to understand different cultures. A great number of suggestions as to how such an education should be planned is found in various method books in English (cf Christoffersson et al., 1972, pp. 140-141).

One prominent issue is that of the developing countries. It is extremely important to teach the students about the interdependence between the rich, industrialized countries and the poor countries which produce raw materials. Different types of conflicts and alternative methods for solving conflicts should be included in this education, and again various school subjects might take up these problems from different points of view.

Methods and materials

Textbooks often determine the contents of the teaching. International aspects should be included to a much greater extent than now in future textbooks and should also be integrated into the remaining material as much as possible. At present, non-European materials are seldom used in foreign language textbooks, for example.

It is very important to ensure that the textbooks do not include prejudiced

information and that they do not indirectly teach that the Western perspectives of the world are the only possible one. Neither should the textbooks give the idea that our culture is superior to all others. The internationalization of education could be facilitated by using high-quality TV programs for children and teenagers. These programs would be aimed at a better understanding of people in other countries, or even minority groups in the students' own country, as well as providing information on world-wide problems and the possibilities of solving such problems. Television has unique possibilities of providing children with documentary and interesting information on living conditions in other countries. Programs with an international orientation using dramatization, films, music and participation of children and adults from other countries can be produced for preschool children as well as for older children and teenagers.

Since economical restrictions are often decisive for the teachers' chances of renting or purchasing films for internationalized teaching, the lack of such teaching materials in the schools should to some extent be relieved through a central production of school TV programs with international materials. Such programs could be tested beforehand with regard to the influence they have on children's and teenagers' interests, knowledge and attitudes. Programs which are able to increase one's tolerance for foreign groups can, by using TV, reach a very large group of children or teenagers. An international exchange of such programs in translation would be of value. Students in Aspro-schools, for example, in various parts of the world should be able to receive and react to the same program which, in turn, can possibly help to create a feeling of togetherness and be used in order to develop contacts among the students in these schools.

Our students receive lots of new information via mass media every day. It is therefore important that the school helps them integrate the facts of knowledge into meaningful structures. In addition the students need to be trained in critically evaluating new information as well as earlier acquired opinions and attitudes. In this connection, it is essential to remove the misunderstanding that "objective teaching" should mean giving theoretical, non-controversial information. On the contrary, it is natural to begin with the students' own experiences and make a "case study" come alive which thereafter is seen in its larger context both on a national and international level.

If we really want to develop both tolerance and an international attitude of responsibility, it does not suffice to merely supply facts. Yebio's investigation (1972) shows in this project that not only knowledge does increase

with age, but also the negative ideas concerning foreign groups. The students' emotional reactions and empathy should also be stimulated.

Both fictional reading and role-playing can have positive effects in the reduction of barriers between groups and in the creation of motivation. The methods used in presenting a cognitively oriented teaching on international issues can suitably be supplemented through the use of more socio-emotionally oriented methods such as fictional reading, role-playing, and various other group dynamic methods. As a result of this the students' understanding of themselves and others can be improved which, in turn, may contribute in making the students more open and tolerant and less prone to have prejudiced and ethnocentric attitudes.

When these methods, which aim at developing the students' ability of empathy, are properly adapted they can probably be used at all school levels. Among the advantages we may note:

- The methods offer large possibilities of variation.
- The material does not become out-of-date so quickly as do some other types of material.
- The methods can motivate the students and increase their interest in looking for new information.
- The methods can easily be adjusted to suit the students' level of maturity. Difficult international problems can be handled without creating too much anxiety or inadequate defense reactions.
- The methods provide the students with opportunities for identification, and can thereby give insights into interhuman relations and world problems to the students in a way which they can grasp emotionally (as opposed to the statistical facts which are often presented via technical literature and mass media).
- The effects can therefore be expected to become more profound and enduring.

However, there are certain problems as far as fiction reading is concerned. Every year high quality children's books that are relevant for education for world citizen responsibility are published. Some years after the publication of these books they are very often no longer available in bookshops, however. Therefore the publishing houses should be adequately stimulated to print new editions of high-quality children's books to a larger extent than now.

Not only should education give the students knowledge and help to develop their empathy, but it should also sucessively train and motivate them to take an international responsibility (as individuals, in the classroom,

within the school or in cooperating with schools from other countries). For instance, the class may have godchildren, or it may share the responsibility for a smaller project in a developing country with school classes from other countries. In the higher grades it is important that the students also become aware of and take a critical attitude to alternative methods in solving international problems. In order to help the teachers provide such teaching, both teacher instructions and special workbooks for students ought to be written.

In addition, more indirect methods are needed to develop basic values and skills which in turn will enhance the students' social maturity and therefore facilitate international understanding and responsibility attitudes.

We feel that an internationalized education should result in concrete actions in situations where the international solidarity is tested, and that such an education should not only be shown on a theoretical level. To enhance such a development we think that the students need experiences which encourage:

- a basic emotional security
- communication and cooperation on an equal level among various categories of young people and adults
- critical thinking and resistance against biased influence
- creativity instead of merely reproduction
- willingness and readiness to change.

A clear relationship has been found between people's interest in international issues and their own views on their ability of influencing their own situation (Lindholm, 1970). Therefore, a practical training in democracy and co-influence within the school would probably motivate the students to engage themselves constructively not only in their own problems, but also in international issues.

Where possible the teacher should make use of the students' own experiences during internationalization. For instance, immigrant students can become a valuable resource in school in creating interest in and understanding of that which is different. Our study shows that a direct contact with children from other countries helps to improve attitudes towards foreign groups. Bjerstedt (1958, 1960) has also shown that participation in international children's villages helps to reduce barriers between groups. Since the readiness for contacts seems to increase with age (Yebio, 1972), one wonders if not also older children and teenagers should receive more opportunities to participate in international camps of this sort where a conscious contact program exists. Are multi-national school camps an Utopia?

Basic teacher training and in-service training

The values and traditions that formed the foundation of the training our teachers once received are largely passed on to present-day student teachers.

They in their turn will be teaching for the next 30-40 years, and in all probability some of the values and the conception of the world formed during their period of training will continue to be the basis of their own teaching, even though conditions in the world change rapidly. This is particularly noticeable on the international plane, which the teachers of yesterday did not need to concern themselves with to any great extent, but which will be of great importance for the students now who will as adult world citizens be faced with difficult decisions.

Despite the fact that most of the teachers in our studies claim to be interested in teaching about international questions and that negative attitudes are not common, their own teaching on international issues is for various reasons often limited. Reasons for this are partly to be found in a lack of information about international problems and of the material and methods that can be used in international education. Other causes can be fear of taking up controversial issues in which it is difficult to decide what is objective; uncertainty about the reactions of students, parents and colleagues; being tied to the material and textbooks that are available; lack of concrete directions for international education in the curriculum etc.

Here follow some suggestions for improvement:

1 - An increase in further education in this topic should be given to those methods teachers and subject teachers who are responsible for the teacher training.

2 - The basic training for teachers should successively be internationalized so that the student teacher on one hand can acquire more special knowledge and experiences for themselves, and on the other hand receive training on how an internationalized education should be carried out at different levels.

3 - The further education for teachers in these issues should be increased and in some areas made compulsory. (If teachers themselves become involved in these issues, it would seem reasonable that they further educate themselves, updating and improving their knowledge.) If possible, the teachers should also receive an opportunity actively to participate in a groupdynamics-oriented teaching on these issues. In this way they receive a sample of concrete models to utilize in their own classes.

Finally, one should note that international attitudes can very often be seen as an aspect of inter-human communication. Prejudices do not only appear against the national foreigner but, to a great degree, also against various native groups (between career groups, sex groups, generation groups, talent groups, etc). Today's training of teachers seems to deal too little with

interhuman communication - including the difficult, but central questions on how to develop attitudes of equality. A concentrated educational effort within this problem area seems urgently needed.

8. SOME SUGGESTIONS FOR FURTHER RESEARCH AND DEVELOPMENT

We have here chosen to give some examples of further research and development tasks within an extensive and partly unexplored problem area.

Development of measuring instruments

There is a need for measuring instruments adjusted to younger children or usable over several age levels irrespective of the reading and writing ability of the students. In addition, one would wish to have methods to assess the "actual" action tendency (i.e. methods to judge how reliable and profound the verbal expressions for international understanding are). Research about to what extent various types of measurement influence the attitudes would also be desirable.

Inventorying research and development

The results from earlier research within this problem area should be inventoried, systematized and related to various practical programs for developing international understanding. Such an inventory would be a useful aid for a cumulative and continued development towards a better knowledge of the prerequisites for a successful internationalization of the teaching.

Inventorying and evaluating study material

A continuous follow-up and documentation of new teaching aids relevant to education for world citizen responsibility is needed. Every year a large number of relevant items are published, but it is difficult for teachers to follow this development and make adequate selections without help, especially perhaps in the area of fictional literature. Also non-translated books and films for children and young people from other countries might be included (when suitable for foreign language instruction, for example).

In addition, a systematic evaluation of these aids would be desirable, using as far as possible objective methods. Various types of content analysis should be useful in the evaluation process (Colliander & Klockare, 1971; Gullberg & Lind, 1969).

Relationships between knowledge and attitudes

In the studies of our project (Yebio, 1970, 1972; Almgren & Gustafsson, 1973) there have been no clear relationships between knowledge about and attitudes towards foreign groups. This problem area seems worth further penetration.

For example, it would seem of interest to examine to what extent attitudes and involvement may be influenced by various ways of integrating the knowledge details in meaningful structures.

Various methods for developing positive international attitudes and readiness for action

Studies on immediate, long-term and cumulative effects of various methods or combination of methods for influencing students' knowledge, attitudes and behavior at different age levels are important. Research on how to influence relevant behavioral tendencies (and not only verbalizations) is especially needed. Personlity-oriented approaches seem of special interest in this connection.

The tolerant teacher personality and the development of tolerance among students

We found in the project that the teacher had great importance for the development of students' ethnic attitudes (Almgren & Gustafsson, 1973). From earlier research (cf. Allport, 1954; Martin, 1964; etc.) it seems reasonable that a teacher with a "tolerant personality" would find it easier to develop among the students tolerance and equality attitudes than a more authoritarian person. Further research in this area would be of interest, and it should then also include attempts to develop such methods of teacher training that would have good chances of preparing the teachers better for their roles as social educators.

Research on teaching about developing countries

Considering the currents risks of conflicts between developed and developing countries, research directly aimed at improving and extending the teaching on problems of developing countries seems urgently needed. This might include mapping studies on how this teaching is carried out at present; construction and improving measuring instruments for studies of age development of attitudes towards developing countries; studies of factors influencing this development; inventorying and construction of teaching aids; and testing the effects of such aids.

Training of conflict solution

Methods and material need to be developed for use in a successive training of the students' ability of preventing and solving conflicts between individuals and groups. The aim should be to replace non-thinking, conforming or aggressive behavior in conflicts with rational, independent and non-violent behavior; the students should neither use nor accept immature conflict solutions. As a background for the construction of concrete material-and-method systems we need increased knowledge about age and sex differences in preferences for

conflict solution techniques, about the importance of personality characteristics for typical ways of solving conflicts, and about various information sources influencing the students in these respects.

Some examples of methods that may be further developed and tested for use in training students to prevent and solve conflicts are:

1. Conflict situations on videotape where the students are requested to suggest solutions.
2. Role-playing where the students play different roles in a conflict and then are directed to reverse the roles.
3. Discussion of different solutions to described conflicts.
4. Pictures of conflict situations, including texts of interacting persons' dialogue. The students are requested to criticize the conflict solutions presented and try to suggest other solutions.

The ultimate aim should be concrete recommendations for the teaching.

Intensified and extended experimentation in school settings

UNESCO has served as a center of coordination of various "pilot projects" on internationalized teaching. At precent about 200 primary schools, about 600 secondary schools and about 130 teacher training institutes in 58 countries take part in such Aspro projects (cf. above and Unesco, 1973).

A further development of these activities so that the experiences are more systematically developed on the basis of objective evaluations and so that these experiences are more widely utilized in teacher training would be welcomed.

A final note

Since relatively little research on the "internationalization of teaching" is carried out at present, while the importance of this problem area is obviously great, extended research efforts should be stimulated. There seems to be a need not only for a cooperation between research workers and teachers in this area, but also for an increased cooperation between countries. An "internationalization of internationalization research" should be encouraged.

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Abstract card

Almgren, E. & Gustafsson, E. World citizen responsibility: Assessment techniques, development studies, material construction, and experimental teaching. Educ. psychol. Interactions (Malmö, Sweden: School of Education), No. 48, 1974.

This report summarizes a sub-project, called 'World citizen responsibility', within the larger project 'Social development and training', carried out at the Malmö School of Education. Extensive test batteries have been constructed to study attitudes to foreign groups and international relations. Among the older students more negative stereotypes were found, particularly towards minority groups and immigrants. Special teaching packages intended to increase the students' world citizen responsibility were developed and tested. The results give reason for optimism.

Indexed:
1. Attitudes toward foreign groups
2. Test construction
3. Development of instructional aids
4. Internationalized education

Reference card

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